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*SCHOOL-HOUSES FOR THE COUNTRY.**

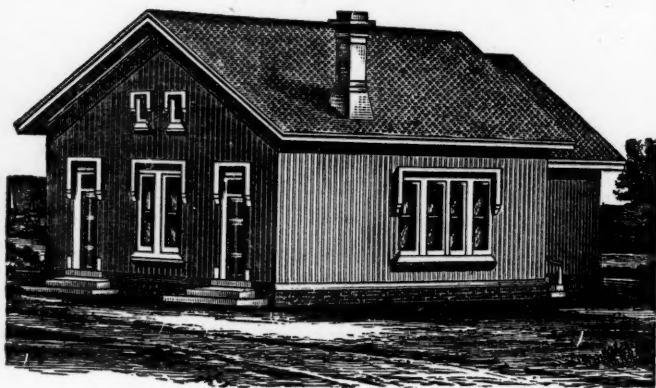
THE plan of this design represents a medium-sized school-house. It is rectangular in form, and the school-room has room for sixty pupils. By simple changes it may be made to accommodate more or less, according to the requirements. In the rear of the main building is a small structure, which may be used as a wood-room, recitation-room, or both. In it are the back entry-ways.



The windows are put into one group on each side. The door in the front partition of the school-room may be omitted, and the entrance to the front recitation-room made through the front halls. The stoves and ventilating flues are arranged as before explained. The recitation-room may be made wider by a slight increase in the length of the building.

We would call special attention to this design and the several elevations accompanying it. It perhaps combines more than any other the essential requisites of country

* From *Johonnot's new work on School-Houses.*



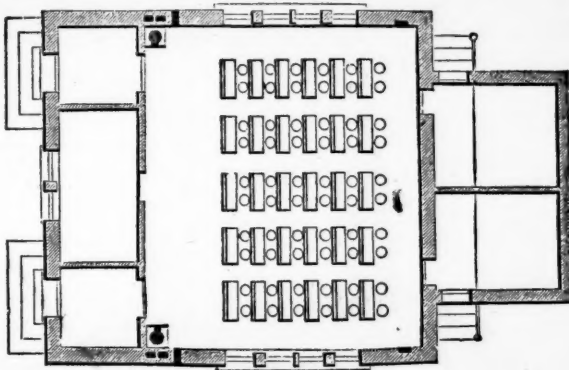
ELEVATION NO. 1.



ELEVATION NO. 2.

school-houses. It is cheap. No room is lost, and no expense is wasted upon superfluous features. It is simple in construction, so that any carpenter can build it who has wit enough to put building materials together. It is exceedingly neat in appearance, and this beauty will appear greatly enhanced when these elevations are compared to the houses now ordinarily found in country places.

It affords ample accommodation for the school and freedom of movement for both teacher and pupils. It admits light in the most effective manner possible, and if properly furnished with adjustable inside blinds, the light can be properly tempered and distributed. Ample arrangements are



GROUND PLAN.

made for a perfect system of ventilation, and an unlimited supply of fresh air in the disposition of the stoves, chimneys, and ventilating tubes. If intelligent care is bestowed upon them, pupils need never suffer from the effects of foul air. Provision has also been made for ample summer ventilation in the large openings on the four sides of the house.

Again, by having an extra recitation-room the plan is an adjustable one, admitting of the employment of an extra teacher during the season when the school is most crowded. If either of the elevations of this design is adopted, and the building erected as described, it will last for several generations, and will afford ample and excellent accommodation for all.

One of the rooms in the rear or the recitation-room in front may be used for the district library, or it may be fitted up as a cabinet for the reception and preservation of such specimens of natural history as are beginning to be considered indispensable to the highest success of our schools.

In making choice between the different elevations given, unless cheapness is considered the chief requisite, preference should be given to one of the more elaborate structures; and wherever a choice can be made in building materials, brick or stone should be used in preference to wood. A good stone house of this description, well furnished, would leave scarcely anything more to be desired in the form of school accommodation.

ELEVATION NO. 1.—This is the plainest possible elevation



ELEVATION NO. 3.

of the plan. It is a wood building, having a plain roof with the ordinary pitch, and wide projecting cornice. The finish may be battens or common siding; the former, however, is

to be preferred on the score of appearance. The chimney is high and substantial, and in buildings of this kind, the chimney, being the only projection from the roof, should be



built with care. The windows, which are grouped together in the elevation, may be arranged in the usual manner, in which case a side window would open into the porch, and the head-light above the door might be omitted.

ELEVATION NO. 2.—This elevation, represented as finished in brick, may be built of wood. It is a modification of Elevation No. 1, with a change in the shape of the window-heads, the addition of a cupola, and the introduction of small mullion windows to light the porches. The finish is plain, and the general effect is good. The cupola may be omitted if desired, in which case the chimneys should be made broader.

ELEVATION NO. 3.—This elevation is similar to the last, the changes being mainly in detail. The window-heads are square instead of circular, and narrow ornamental hoods are placed above the windows and doors. The windows of No. 2 may be used, if preferred. The main feature of difference is the cupola, which apparently grows out of the structure beneath, and hence is an integral part of it; while in No. 2 the cupola seems to be put in such a way that it is not an essential part. The materials of the building should be brick, and it would appear much better to have the roof and base of the cupola covered with slate.

ELEVATION NO. 4.—This is an ornamental design for village and suburban places. The cupola is light and elegant, and a gable is thrown up over the windows to give a greater architectural effect. The chimney is projected outside of the main wall, to break the monotony of the blank wall between the windows and the front corner of the building. The materials may be brick or stone. By the introduction of the gable over the windows, the walls are made lower, and the roof comes much nearer the ground than in the other designs. Instead of a cornice, the gables are finished with a coping of stone or of wood covered with tin.

This elevation would make an elegant design for a country church. Its fine architectural appearance is owing entirely to the general style of finish, the proportions observed, and the disposition of its several parts. No one feature has been added for mere ornament, though each of the necessary parts has been made ornamental. The roof should be of slate.

ELEVATION NO. 5.—This elevation represents another ornamental brick or stone building, with a slate roof. The cupola, like that of No. 3, is made to grow out of the struc-

ture. The windows and doors have pointed Gothic arches, and over each of the side windows a gable has been erected. The whole grouping produces a very pleasant effect, and



the design would make a most excellent school-house or a snug little church.

In erecting structures of this kind, great care must be

taken to make the foundation secure. The underpinning should be laid upon concrete, and placed below the action of frost. The stone should be laid in hydraulic cement, and every care taken that the whole foundation should be of sufficient strength to support the weight which must rest upon it.

Objection is sometimes made to the erection of school-houses with cupolas and fine windows and doors, because they look so much like churches. This objection, however, is far from being a logical one. The school and the church are both engaged in the same work, and they are complementary rather than antagonistic. There is, therefore, no good reason why the fine forms invented to ornament places of worship should not be considered as legitimate when used to ornament places of instruction. As a work of art, and as an elevating influence in a community, a fine architectural structure would be the same in either case; but in a school-house its beauty would have a more practical and enduring influence, as it would become intimately associated with the impressible hearts of childhood.

*SCHOOL MACHINERY.**

HOW shall the masses be educated? is a question which just now, perhaps more than any other, occupies the public thought.

That in some way this must be accomplished, seems no longer to be doubted by any thoughtful person. The lower classes, sunk in ignorance, in physical and moral degradation, are seen to threaten with serious danger the future of our country; and a wise statesmanship, as well as true philanthropy, plead earnestly for their enlightenment. The public school, it is urged, must penetrate this darkness, must dispel this ignorance, must secure, by the authority of law if need be, the early years of every future citizen, and prepare him to meet intelligently the responsibilities of a

* A PAPER read before a State Teachers' Association. Published by request.

ree government. Thus our public school, which has already accomplished so much, is yet to become the most potent factor of our national life.

It is pertinent then to inquire a little into the nature of our public school system, whether it is the one best adapted to secure the end desired, what are its defects and how they may be remedied. Whatever may be the intrinsic excellence of other systems, however superior in some respects they may be to our own, yet I suppose it may fairly be assumed that an institution which has grown up with our country is, in its essential character, the one best adapted to its needs, and that therefore no fundamental change in our system is desirable, even if it were possible.

The most casual glance at the history of the past few years will suffice to show us, too, what vast improvements have been made in all that pertains to the organization, discipline and furnishing of the school. The old-time school-house, notorious for its ugliness, is giving place to finer buildings; while for the comfort and beauty of the school-room we have improved desks and settees, improved maps and charts, improved slates and globes, and improved text-books good enough and numerous enough for us to quarrel over till the end of time. In short, in all the paraphernalia of the school, from the children's picture cards to the most elaborate scientific apparatus, we are certainly far in advance of anything in our own past, and are said to be far in advance of other nations.

But just here, it seems to me, in the line of our greatest excellence, lies our greatest defect and our greatest danger. In looking so closely after the mechanism of education, we have lost something of the life and spirit of our teaching. Our methods are tending more and more to become formal, mechanical and superficial. We secure fine recitations, it may be, but we fail to train our pupils to independent thinking. And here, that facts may speak for themselves, I trust I shall be pardoned for alluding to my own experience. Not long ago, as I was at the house of a friend, she asked me if I would help her little boy in his arithmetic. The new ways of teaching, she said, were so different from the old, that she could not help him much.

I found the little fellow in tears over some examples, of which the following is a specimen: "A boy had 27 apples; to one companion he gave 5, to another 8, to another 3; how many had he left?" Thinking this neither beyond my own comprehension nor that of the child, I tried to help him; but seeing still the troubled look, I said, "Don't you understand it?" "Understand it? Of course I do! but that ain't *getting* it; we have to say over some words, and I don't know what they are." Of course I could not tell him the exact form of words in which his teacher required him to say it, and so I had to let him go. Nor is this a solitary instance to prove that in much of our teaching the form is made of undue importance. A lady of fine intelligence and genuine culture told me recently that she was deprived of the pleasure of helping her children in mathematics, because the new methods of explaining are so different from the old. "Now," she said, "it seems to me that any method is right which reasons correctly upon the principles involved; but whenever I try to help them, they say, 'No, Mother, that isn't the way the teacher tells us we must say it.'" And who of us has not attended many a dreary examination where all the pupils would grind off their explanations in precisely the same words, with exactly the same inflections, and after an immense amount of verbiage, bring out the triumphant *therefore* at the close, all making a grand show, if only one admires uniformity and a smooth flow of words more than anything else!

But if there is any power that ought to be cultivated in school, it is the power to discriminate between what is worth learning and what is not; between the essence or kernel of truth and the husk which may enclose it. If the mind is forced to take in both wheat and chaff, both will doubtless be undigested, and the healthful growth of the mind be effectually prevented.

Moreover, it takes away from the pupil more than half the pleasure of study, to cramp him with unnecessary restrictions as to methods. Provided he understand the principles, his thought is essentially the same as the teacher's, but the form of the thought will be different; and it is worth something to a boy, it stimulates his self-respect, to know that his

own thought, as it comes fresh from his own mind, is good just as it is, without being dressed in any other person's clothes. And a teacher who has taught from the books some verbose and clumsy methods, may often learn something from the simplicity and directness of a child's expression. For that method is undeniably best which states the principles most clearly, and reaches the conclusion with fewest words.

I have a little friend who never recites handsomely, and is always called dull at school; but one day he came home radiant with triumph over the conquered multiplication table, and eager to have us test his newly acquired powers. "How much is eight times seven?" some one asked. "O, I hain't got beyond the fives; but wait a minute, I guess I can tell;" then, after a few minutes of quiet thinking—"It's fifty-six, ain't it?" "Yes, how did you know if you hadn't learned the sevens or eights?" "Well, I s'pose eight times seven would be twice as much as four times seven, and I know the fours; so I added two twenties and two eights."

Now, we have all of us had such children in our classes, full of quaint, original ways of doing things, but who are slow in apprehending the thought of another, and who have a poor memory for words. Such pupils are always discouraged, and bright ones are unutterably wearied by this dead level method of teaching. Nor is this method accidental; it inheres in the very nature of the system which favors excessive routine and machine work of every sort.

And it grows naturally out of the intensity of the system, which is another of its prominent defects. Every one knows that it takes time for those mental processes by which we arrive at new conceptions of truth. But we crowd so many studies, so much work upon the children that we cannot wait for these slow processes of mental growth; we cannot give them time to form clear conceptions of their own: and so, forsooth, in order to get them through the course, we compel them to commit and recite the *words* which, though they may represent ideas to us, are to them but as the gibberish of an unknown tongue.

We give to our classes a text-book to be finished in a certain time; but the time is too short, and at its close their

vague, half-formed conceptions of the subject are speedily crowded out by a new set equally vague and ill-formed ;—these in turn to give place to others of their kind, until at last the mind has lost its power to form a clear, distinct conception, because, alas ! it has never formed one.

Now, we cannot too often call to mind the fact that the school is not a cramming machine to which pupils are sent to be stuffed with facts, or even with knowledge of any sort ; that their main business is not to gain knowledge but to gain the power to gain it. And that it becomes of the utmost importance, not *what* they learn but *how* they learn it. Let the power to form conceptions clearly, to retain them permanently and apply them correctly,—let this power be developed and disciplined, and it matters but little that our pupils make but a poor show at examination ; it matters little that they carry away but a small supply of facts in physical science, in history, or in literature.

For intellectual power, properly cultivated, will make its own acquisitions in after life ; and it will make them all the more surely and rapidly, if it is not too much forced and crowded in its early development.

We run to extremes in every thing. Not long ago our State awoke to the startling fact that our pupils were leaving school in shameful ignorance of every thing pertaining to the geography and history of Vermont.

Thereupon a text-book was put into our schools, and in some of them the teachers, not content with making the pupils learn the main facts, compelled them to commit the names of all the towns in every county in their proper order, and to bound them all.

A few years ago the organization of our schools was wretched enough ; now they are graded as perfectly as a stair-case, where every step exists only as a means to reach the next higher.

What matters it that some clear-eyed teacher, surveying her class all ready for promotion, sees three or four nervous, restless, puny little things, whose minds are growing faster than their bodies, and knows that to send them up will ensure their certain harm ? What avails it that she pleads for liberty to keep them back ? Parental vanity will not

hear a word; the committee are satisfied if the required examination is passed; and so the children are hurried along, and the little mind, fearfully and wonderfully made by God, is fearfully marred by such wretched treatment.

And the very slow ones are not less injured by the same process. A slow child is not, therefore, a fool; there is often more latent power in him than in one of quicker wits, but it often remains forever latent, because its growth is checked by over-pressure at the very outset.

It is doubtless true that this evil of excessive gradation does not at present exist in most of our Vermont schools, but it is an inevitable tendency of the system, against which we do well to guard, lest there come before long too strong reaction in the opposite direction.

Now, many of our teachers are enthusiastic lovers of their true work, and delight in it with all their heart. Nearly all of them have a higher ideal than they ever expect to realize, and the perpetual presence of this ideal is ever stimulating them to better work. They know their own faults better than any one else knows them, and the pleasure of past success is quickly banished by the pain of conscious imperfection. But what can they do about it? The ablest of them all cannot put more than twenty-four hours into the day, nor into one day more than the work of two. Any one who has ever tried it knows that five hours of thorough teaching are enough to exhaust the nervous energy of any ordinary person. Add to these the sixth, which is the last straw; then add a long evening of labor, protracted far into the night, labor, too, most of it, on the mere machinery of the school, making out reports, etc.; continue this week after week and year after year, until all the vitality is sapped out of the teacher; then take him some morning, as he is about to enter school, wearied with past labor and burdened with a sense of his unfitness for the work that ought to be done, and tell him, out of some Teacher's Manual, that cheerfulness and enthusiasm are essential to success, and he will recall, with a grim smile, the famous advice to the dyspeptic, to eat his food with hilarity, no matter what happens.

He may, by sheer strength of will, galvanize himself into

a show of life for awhile; but the laws of nature will have their way; he will surely fall back into the lifeless routine of the tread-mill, and in time will verify the truth of the old adage, "All work and no play makes Jack a dull boy." Nothing can keep him out of the ruts except vigorous mental growth, and he cannot grow under such conditions.

And *she* cannot grow, for though we use the masculine pronoun out of deference to the grammar, yet we all know that what has been said of men applies with more force to women, because their power of endurance is less, and because they have most of them left school with an education far inferior to a man's, and so with far less fitness for their work—mere girls, who yet have very strong aspirations for the highest excellence.

Now where lies the remedy for all these defects? We can only hint at it. The school is but a reflection of the community where it exists: so long as people like this showy mechanism of our schools, so long they will have it; and the school, in turn, will foster in the community this love of show and this strange confounding of the semblance and the reality of true progress.

The fibres that bind together school and family and church and State are living tissues, and the same life-blood flows in them all. And who shall say how much of the shameful corruption, so prevalent in high places, is only the natural fruit of that old preaching, "Go to school, boys: be diligent and study hard, for other boys who have been faithful and industrious are now in Congress and the White House!" Let a boy but fire his heart upon some object as the end of all his efforts, let him be taught to consider honesty and fidelity but as means to the end, and he will speedily lose sight of the means; he will find others quicker and surer, and the end he will obtain at whatever cost. But we must change all this. Christian parents must consecrate themselves and their children with more singleness of aim and earnestness of purpose to the highest ends of human living. The boy and the girl must be taught at home that the school stands, and their part in it stands, for ends not less grand than do the sun and moon and stars, for the developing and perfecting of a man and woman after the

largest, noblest pattern. Then we shall be likely to see fewer men of mature age and fine intellect so pleased with the rattle of popular applause, so tickled with the straw of presidential office. Let Christian people everywhere cultivate with more diligence a true Christian simplicity—a simplicity which is perfectly consistent with the most complete forms of civilization, for its source is not in outward things; but springing from a profound love of truth it moulds and fashions all its surroundings in accordance with the hidden harmonies of its own wondrous beauty. Then let them clear away from our schools this clumsy machinery that has been built up around them, and give the teacher more time for self-culture, more freedom for growth, more scope for enthusiasm.

Then shall our boys and girls, catching the inspiration of parents and teachers, grow up silently and steadily, with no stroke of hammer or noise of machinery, into beautiful, living temples, whose foundations shall stand fast forever, and whose indwelling glory shall be the Lord our God.

M. A. B.

DOVES IN PEKIN.

THE city of Peking abounds with doves, which are profitable to the owners as food. Formerly they were preyed upon by vultures, which are exceedingly numerous also; that it would have been literally impossible to have protected the pigeons against the exterminating warfare of a cruel enemy, had not a lucky mechanical contrivance been devised for their security. The Chinese make small whistles that give a shrill sound held against the wind, which are fastened to the tails of the birds just as they are ready to be weaned. Fly which way they may, the little organ pipe screams lustily without impeding the bearers; for go as they choose—the swifter the better for the whistle—they frighten their old vagabond destroyers prodigiously; which flee as fast as their wings will carry them when they hear an approaching whistle. Is this science or art?

EMINENT TEACHERS DECEASED IN 1872.

WITH Mr. JAMES GORDON BENNETT, died June 1, teaching was but a minor and temporary incident of his somewhat eventful life, and inasmuch as his school in Ann St., N. Y., some forty years ago, was too small to be profitable, we can hardly rank him among either the eminent or successful teachers.

With Rev. HENRY MARTYN COLTON, who died at Middletown, Conn., June 2d, teaching was a profession deliberately entered upon and continued till death. He was born in Royalton, Niagara Co., N. Y., Nov. 5, 1826, graduated from Yale College in 1848, as Berkley Scholar, remained in New Haven a year after graduation, studying philosophy and language, took the usual theological course in Yale Theol. Seminary, was ordained as a Congregational minister in 1852, was five years in the pastorate in Woodstock and East Avon, Conn., and in May, 1857, established a classical school in Middletown, which he continued under his supervision for eleven years. In Sept., 1858, he opened the "Yale School for Boys" in New York city, which he was still conducting at the time of his death. He had a very high reputation as a classical teacher.

Miss MARY KELLOGG, who died at Great Barrington, Mass., June 26, at the advanced age of 83 years, had been another teacher by profession. She had spent her youth as a successful teacher, and in the prime of her powers and abilities associated her two sisters with her, and for more than twenty-five years conducted a female seminary of very high reputation at Great Barrington. "Miss Kellogg's Seminary" was twenty years ago regarded as the best in that region.

ZENAS MONTAGUE PHELPS, A. M., who died at Amherst, Mass., July 4, at the age of 61 years, had been for more than thirty years a teacher. He graduated from Williams College in 1839, and after considerable experience in teaching became associate principal of Mount Pleasant Military Academy at Sing Sing, N. Y. Here he taught for many years,

having some of our most eminent men as his pupils. Some years since he removed to Amherst, Mass., and taught there till his health failed.

Rev. PAUL TRAPIER, D.D., who died in Baltimore, Md., July 12, was an Episcopal clergyman, of South Carolina, a zealous friend of denominational education, and had been for several years a Professor in the Episcopal Theological Seminary of S. C.

First Assistant Engineer W. H. G. WEST, U. S. N., who died at Cape May July 19, had been eleven years in the naval service, six of which had been passed at the Naval Academy at Annapolis as Assistant Professor of Mathematics. He was a native of England, but appointed to the navy from Pennsylvania, and had had a very thorough education before entering the service.

Hon. JESSE OLNEY, who died at Stratford, Conn., July 30th, at the age of 74 years, was for many years a practical and successful teacher, though most widely known as the author and compiler of many valuable text-books. He was born in Union, Tolland Co., Conn., Oct. 12, 1798, was a diligent student, and at the age of sixteen a good classical scholar, and very familiar with all of physical science which could then be acquired. He taught in his native county for some time, and was called thence to the Grammar School of the First District, Hartford, where he continued teaching with great success for twelve years. While thus engaged, he felt the want of a better school text-book on Geography than then existed, and was led to prepare his Geography and Atlas, first published in 1828, of which millions of copies were sold. He subsequently compiled the "National Preceptor," a valuable reading book, and followed this with a series of readers, histories, etc. Mr. Olney visited Europe twice to perfect himself in his favorite studies, and during his ten years' service in the Connecticut Legislature, was very efficient in improving the system of public schools in the State. In 1867 and 1868 he was Controller of Public Accounts for the State.

Rev. GEORGE W. EATON, D.D., LL.D., who died at Hamilton, N. Y., Aug. 3, had been a teacher for forty-three years.

He was born near Huntingdon, Pa., July 3, 1804, graduated from Union College, Schenectady, in 1829, and was immediately appointed a tutor. In 1831 he became Professor of Languages in Georgetown College, Kentucky, and in 1833 he became Professor of Mathematics and Natural Philosophy at Hamilton. Subsequently he filled the Professorships of Ecclesiastical and Civil History and of Systematic Theology, and the Presidency of Madison University and of the Hamilton Theological Seminary. He possessed a rare aptness in communicating instruction, and was greatly beloved as a teacher.

Rev. HENRY FOWLER, who died at Vineyard Haven, Mass., Aug. 4, at the age of 48 years, was Professor of Rhetoric and Political Economy in Rochester University for five years, but though successful as a teacher, he preferred the pulpit or the journalist's desk to the professor's chair. He was born in Stockbridge, Mass., in 1824, graduated from Williams College in 1847, and after five or six years of editorial and authorial experience, was elected Professor in 1853. From 1858 to 1872 he was a Presbyterian clergyman and pastor at Auburn, N. Y.

LOWELL MASON, Mus. Doc., who died at Orange, N. J., Aug. 11, in his 81st year, was the most conspicuous and successful teacher and composer of sacred music of the present century. He was born in Medfield, Mass., Jan. 8, 1812. He exhibited a passion for music while yet a mere child, and began to teach it at an early age. In the year 1812 he removed to Savannah, Ga., and during the time he lived in that city, about fifteen years, he devoted all his leisure hours to music. He published the celebrated "Boston Handel and Haydn Collection of Church Music" in 1821. He removed to Boston in 1827, and devoted himself with increased vigor to his favorite pursuit, and, associating himself with Mr. J. G. Webb, interested himself in the introduction of vocal music in the Boston public schools. Through his influence, vocal music received a new impulse in Boston and New England. In 1828 his attention was called to the Pestalozzian method of teaching, which after a thorough test he adopted. Dr. Mason visited Europe in 1837, and acquainted

himself with all the improvements in the musical teaching on the continent. In 1855 the University of New York conferred upon him the degree of Doctor of Music, the first musical degree conferred by an American college. He was the author and compiler of a greater number of musical works than any other American, many of them intended for the instruction and practice of the young.

Rev. THOMAS F. CURTIS, D.D., who died at Cambridge, Mass., Aug. 23d, aged 56 years, was of English birth, his father, Rev. Thomas Curtis, having been an eminent scholar, editor and author. He was educated in one of the southern colleges, either in South Carolina or Georgia, entered the ministry in the Baptist Church, was settled for some years in Massachusetts, and thence was called to a professorship of Theology and Ethics in Lewisburg University, Pa., about 1855. He resigned in 1865, and two years later removed to Cambridge, Mass., where he was for a time engaged in literary pursuits. He adopted rationalistic views in 1864 or 1865.

Gen. SYLVANUS THAYER, U.S.A., LL.D., A.A.S., who died at Braintree, Mass., Sept. 7th, was not only an eminent teacher but a liberal benefactor of education. He was born in 1785, graduated from Dartmouth College in 1807 and from the Military Academy, West Point, in 1808; was assistant professor at the Military Academy from 1809 to 1811; Superintendent of the Military Academy from 1817 to 1833; and several times visited Europe to examine the military schools there. He was in active service for fifty-five years and borne on the retired list for nine more. Besides large gifts for educational purposes during his life time, he bequeathed to Dartmouth College \$100,000 to endow the Thayer School of Engineering, which he had previously founded.

Rev. EPHRAIM D. SAUNDERS, D.D., who died in Philadelphia, Sept. 14, was for many years a teacher of extraordinary genius and ability, and in his last years the donor of a magnificent site and buildings for the Presbyterian Hospital in Philadelphia, and the active agent for raising money for its endowment. Dr. Saunders was born in

Morris Co., N. J., Oct. 31, 1809. He graduated from Yale College in 1831, studied theology, was for several years a pastor in Virginia, and afterwards at Pottstown, Pa. His health failing, he traveled for two or three years in Europe, and on his return established in West Philadelphia an Institute for Boys, where the training was very thorough and the grade of instruction very high. This school he maintained for fifteen or sixteen years, his son, Mr. Courtland Saunders, a most accomplished scholar, assisting him for several years, till he was slain in battle in the late civil war. In 1870 Dr. Saunders gave his fine property for a site for the hospital, and for which he secured endowments and subscriptions to the amount of \$400,000.

On the 23d of September, Rev. JAMES PATTERSON, D. D., a United Presbyterian clergyman, President of Westminster College at New Wilmington, Penn., from 1861 to 1868, died in New Wilmington.

On the 25th of September, Rev. A. B. LARISEN, a Baptist clergyman and pastor, Principal of the Ringoes, N. J., Academy, died at that place, aged 31 years.

In September, also, died Rev. LORENZO B. ALLEN, D. D., President for several years of Burlington University, Burlington, Iowa, and since 1865 Principal of a flourishing Female Seminary at Minneapolis, Minn., aged 60 years. He was a graduate from Waterville College (now Colby University), Maine, in 1835, studied theology at Newton Theological Institution, Mass., and was settled for nearly fifteen years in Maine as a pastor.

Rev. SAMUEL J. BROWNE, a Presbyterian clergyman in the neighborhood of Cincinnati, was not so far, as we are aware, a teacher, but he ranks among the benefactors of education deceased. He died in September, aged 85 years, leaving \$150,00 to found a University, to be called by his name, \$12,000 to build a chapel for it, and \$10,000 as a fund for the support of the teacher of a preparatory school. His will is, we believe, to be contested.

Rev. EDMUND TURNEY, D. D., an eminent scholar and theologian, who died at Washington, D. C., Sept. 28, at the

age of 56 years, had spent a large portion of his life in teaching. He graduated from Hamilton Literary and Theological Institution (now Madison University) in 1838, and from the theological department in 1840. In the same year he became a pastor in Hartford, Conn., in 1844 was called to Granville, Ohio, where he was a professor in the College and pastor of the Baptist church. In 1848 he was called to the pastorate of a Baptist church in Utica; in 1850 elected a professor in the theological department of Madison University, and in 1853 to the same chair in Fairmount Theological Seminary, Ohio. From 1863 to his death he was engaged in teaching the colored preachers and teachers in Washington, and had organized a Theological Institute and University for them, of which he was President.

Rev. FRANCIS VINTON, D. D., D. C. L., an eminent Episcopal clergyman and scholar, a graduate of West Point in 1830, and of the General Theological Seminary in New York in 1838; was better known as a pulpit orator, and one of the ministers of Trinity Church, than as a teacher; but he had been for some years Ludlow Professor of Ecclesiastical Polity and Common Law in the General Theological Seminary of the Prot. Episcopal Church in New York. He died in Brooklyn, Sept. 29, at the age of 64 years.

FRANCIS LIEBER, Ph. D., LL. D., who died in New York, Oct. 2, 1872, was equally celebrated as a publicist, author and teacher. Born in Berlin, Prussia, March 18, 1800, at fifteen a volunteer in the Prussian army, taking part in the battles at Ligny, Waterloo and Namur, two years later imprisoned as a Liberal, released, and a diligent student at Jena till the age of twenty-one, a participant in Byron's expedition for the independence of Greece, a friend and guest of Niebuhr, again a political prisoner at Kopnick, a private tutor and journalist in London, an emigrant to this country in 1827, a teacher and lecturer in Boston and New York, the editor of the *Encyclopedia Americana*, in thirteen volumes, from 1829 to 1833, and author of numerous other works, the author of the plan of instruction for Girard College in 1834, from 1835 to 1858, Professor of History and Political Economy in the College of South Carolina at Columbia, S. C.,

and from 1858 till his death, filling the same chair in Columbia College, N. Y., and a voluminous and very able writer on International and Military Law, Penal Law, and the various topics of political and social science, he had filled up the measure of his days with the highest usefulness.

On the 3d of October, Rev. W. H. MITCHELL, D.D., a clergyman of the Southern Presbyterian Church, who had devoted many years to teaching, died at Florence, Ala., aged 60 years. He was a native of Madison, Ga., graduated from Union College in 1831, studied theology, and was settled for some years in Accomac Co., Va. But he was very fond of teaching, and about 1845 removed South, and after teaching some years in Georgia, was called to the Presidency of the flourishing Female College at Florence, Ala., where he remained until his death.

Rev. WENHAM KIDDER, a Baptist clergyman, who died in Washington, Fayette Co., Ohio, Oct. 4, at the age of 38 years, was, at the time of his death, Professor of Music in Ghent College, Ky. He was born in New York City, and was educated in Rochester, and in New York City graduating from the New York University. He had been pastor for some years in Pennsylvania, and afterwards in Ohio, and had but recently entered upon his professorship at Ghent.

Hon. HENRY CHAMPION DEMING, scholar, professor, author, soldier, politician and statesman, who died at Hartford, Ct., at the age of 57 years, was not permanently attached to the teachers' profession, though he was for some years a college professor in the South. He had been, however, in his varied career, an active promoter of education. Nor could it be said with truth, that WILLIAM H. SEWARD, our great statesman, who died Oct. 10, was a teacher by profession, though he devoted several years after graduation to teaching in Georgia. It was with him, as with so many others, but the stepping stone to another profession. Yet he, too, as Governor and U. S. Senator, and indeed throughout his career, was an active promoter of, and benefactor to, education.

Rev. SAMUEL SEABURY, D.D., who died on the same day in New York City, at the age of 72 years, was a grandson of Bishop Seabury, of Connecticut, was a scholarly man, and had been for many years a professor in the General Theological Seminary of the Episcopal Church in New York City.

Prof. JOHN W. FRAZER, the able and accomplished professor of Chemistry in the University of Pennsylvania, the successor of the illustrious Prof. Hare, died at the age of 63, in the new building of the University in Philadelphia, on the 13th of Oct., as he was entering his apartments there. He was a native of England, but had filled that professorship for thirty years, lecturing and teaching also at the *Franklin Institute*, and editing the *Journal of the Institute*.

JOHN PIERCE BRUCE, who died in Litchfield, Conn., Oct. 18, at the age of 74 years, though for some years a journalist and author, was one of those men with whom teaching is not simply a profession, but a passion. For a period of more than twenty years he was the principal of the Litchfield and the Hartford Female Seminaries, and taught of our honorable and notable men, not a few. He possessed that enthusiasm in teaching, that magnetic power over his pupils, and that fullness of knowledge which made even the deepest study charming. He was indeed a prince of teachers.

Rev. KENDRICK METCALF, D.D., an Episcopal clergyman, who died at Geneva, N. Y., on the 30th of Oct., was the senior professor in Hobart College, Geneva, and had been a professor there for more than twenty years.

Mrs. MARY YOUNG CHENEY GREELEY, wife of Horace Greeley, who died in New York, Oct. 30, at the age of 58, had been a pupil of Mr. John P. Brace, and at the age of about 18 came to New York City and opened a Young Ladies' School, which was remarkably successful. Two years later she was compelled, by threatened pulmonary disease, to go to Warrenton, N. C., where she again established a school of high grade, which she conducted with great success till her marriage in 1836.

Miss OLIVE A. BAKER, who died in West Philadelphia in Oct., was an accomplished teacher who had, for nineteen years, been at the head of one of our best schools for young ladies in that city.

Rev. STILES MELLICHAMP, a Presbyterian clergyman, who died at Orangeburg, S. C., in Oct., had been, before his settlement at Orangeburg, Adjunct Professor of Languages in Charleston College for several years.

JAMES HADLEY, LL.D., Professor of Greek Language and Literature in Yale College, who died in New Haven, Nov. 14, was not only one of the ablest teachers but one of the most accomplished scholars of our age. He was born in New Fairfield, Herkimer Co., N. Y., March 30, 1821. He received his preparation for college in Geneva, N. Y., and graduated from Yale College in 1842. He continued his studies in the College except when, for a brief period, he acted as tutor in Middlebury College, Vermont; and in 1845 joined the Yale Faculty as Assistant Professor in Greek. In 1851, ex-President Woolsey resigned the Professorship of Greek, and Prof. Hadley was appointed to that chair. In 1860, the Professor published a "Greek Grammar for Schools and Colleges," founded on a similar work by Prof. George Curtius, in Germany; and in 1869, an abridgment under the name of "Elements of the Greek Language." Prof. Hadley contributed articles to various scientific and literary periodicals, especially to the *New-Englander*. He was an active member of the American Oriental Society, and was the President thereof at the time of his death. Beside his varied linguistic attainments, he was well versed in civil law, and his course of lectures on that subject was included in the curriculum of the Yale Law School, and was also delivered at Harvard. He attained excellence in whatever branch of study he pursued, and possessed wise, discriminating judgment, which gave great weight to his opinions. His private character was pure and amiable, and he was deservedly held in esteem by the Faculty and students.

Rev. JOSIAH BREWER, who died in Stockbridge, Mass., Nov. 19, was a graduate of Yale College in 1821, was a tutor

there for several years, and in 1830 sailed for Constantinople as a Missionary of the American Board. He returned to this country about 1840, and for the next twenty-five years was at the head of female seminaries in Middletown, Ct., and New Haven. He was regarded as a successful and able teacher.

Miss S. AGNES KUMMER, who died at Baltimore in November, was one of those admirable teachers trained under the direction of the Moravians at Bethlehem, Penn. She was a native of that beautiful Moravian village, and after receiving a very thorough education, in the Moravian school, of which the art of teaching formed a part, she went to Baltimore, and there, nearly thirty years since, founded the Edgeworth school for girls. Of this school she was principal till her death. The *Baltimore Sun* well says of her: "Her untiring labors in the cause of education and the development of those traits that make the American woman so highly honored, have won for her a name that will be long and lovingly remembered by a host of admiring friends."

Rev. CHARLES SQUIRE DOD, D.D., who died at Centreville, La., on the 23d of Nov., had been for many years actively engaged in teaching. He graduated from Princeton College in 1833, and from the Theological Seminary in 1836, was for a short time in the pastorate. He was then called to the professorship of Mathematics and Recent Languages in Jefferson College, where he remained for more than fifteen years. He was next offered and accepted the Presidency of the Western University of Tennessee. During the war he went further South, and had for some years been connected with one of the Louisiana Colleges, and preached at the same time as a stated supply to Presbyterian Churches in that State.

HORACE GREELEY, who died Nov. 29, had never been a teacher, so far as we can learn, but he deserves a place in this record not only for his constant efforts in his paper for the promotion of education, but for his liberal benefactions to it. From his moderate wealth he had given \$10,000 to Canton University, St. Lawrence Co., the same to Buchtel

College, Akron, Ohio, and smaller sums almost constantly to colleges, seminaries and schools without number. He was very liberal in his contributions for the education of the Freedmen.

Rev. ABNER W. HENDERSON, A.M., a Presbyterian clergyman, who died at Thomaston, Ill., in Nov., at the age of 62 years, was a graduate of Union College in 1829, and after passing through a Theological course, settled in the ministry in Illinois; but after a few years removed to Chicago, where he established an excellent Female Seminary, of which he was Principal for nearly twenty years. He then went to Europe for his health, and resided there for four or five years, and on his return built up a new church at Thomaston and became its pastor.

Rev. HUBBELL LOOMIS, D.D., who died at Upper Alton, Ill., Dec. 17, at the advanced age of 97 years, was a teacher for a considerable portion of his long life. He was a graduate from Union College in 1799, taught for several years after graduation, and then entered upon the ministry in the Congregational Church, and was settled at Wellington, Tolland Co., Conn. Here he taught for some years in connection with his pastorate. His views having undergone a change he united with the Baptists, and some years later removed to Illinois, where, in 1832, he became President of Shurtliff College, Upper Alton, Ill. He remained in this position for somewhat more than twenty years, when he retired from active duties. Dr. Loomis was, for his time, a remarkably skillful physicist.

Mrs: M. ANNETTE STRONG GUTHRIE, who died in Zanesville, Ohio, Dec. 23, aged 39 years, had been for several years before her marriage the Principal of a flourishing Female Seminary.

On the 26th of December, Prof. ALFRED GREENLEAF died in Brooklyn, aged 68 years. He was born in Newburyport, Mass., in 1804, educated at Dartmouth College, taught for two years at Marblehead, Mass., for ten or twelve at the Franklin Hall School, Salem, and in 1838 removed to Brooklyn to take charge of a Female Seminary, which he

conducted with signal ability for twenty-two years, and which was attended by many hundreds of young ladies who now testify to his rare skill and tact as a teacher. In 1860 he relinquished his connection with the seminary, but continued till his death to take a deep interest in all educational matters.

GEOGRAPHICAL NOTES.

UNITED STATES.—The difficulties under which the public labors in getting information, are well illustrated in the blunders made by a New York daily paper in reporting Judge Daly's annual address before the American Geographical Society (Feb. 17). *Wintaw* for Uintah Mts.; *Alention* for Aleutian Islands; *Lay* Smith for Leigh Smith; *Schwumfurth* for Schweinfurth—are specimen errors, of which some appear as if caused by ear, while others are perhaps due to copying obscure manuscript. Of this latter kind is evidently the substitution of *Oplin* for Ophir, in giving an account of Carl Mauch's discoveries in Southern Africa (see the Notes of May, 1872). The story was already stale when some Western editor met with it for the first time, and, in cooking it over, gave the compositor an excuse for making *plin* out of *phir*. Other editors, in clipping out the item, reproduced the blunder, which has thus been going the round as a piece of news! A like want of intelligence in editing has also been shown in the fresh currency given to the absurd story about M. Pavy and his adventures in Wrangell's Land. This even imposed upon the conductors of *Nature*, after having escaped the criticism of the *London Times*, and coming back to this country with the English scientific stamp upon it, was caught up and repeated in spite of the frequent exposure of the fiction some months ago. As usual, the lie travels its leagues while the truth is putting on its boots; and the truth is, we believe, that M. Pavy has never left San Francisco.

—In the Collections of the Wisconsin Historical Society, Vol. VI., is reprinted a narrative by Samuel A. Storrow, of

Massachusetts, of a visit which he made to the North-west in 1817. The following passage occurs on p. 180. Written before the city of Chicago was dreamt of, it foreshadows the improvement which has taken place within the past few years, by which the Chicago River has been turned into a canal, flowing in the opposite direction, and passing the waters of Lake Michigan into those which seek the Gulf *via* the Mississippi. We may remark the interpretation of the word *Chicago* as differing from that which now prevails (*i. e.* skunk; whence, in games of skill, the euphemism "to *chicago*."") The Louisiana referred to is that depicted on the historical chart in the late Census, viz., all the region west of the Mississippi from the Delta to Oregon, though already Louisiana had been admitted as a State, and Missouri had been organized as a Territory:

"The river Chicago (or, in English, Wild Onion river) is deep, and about forty yards in width; before it enters the Lake, its two branches unite—the one proceeding from the north, the other from the west, where it takes its rise in the fountain of the De Plein, or Illinois, which flows in an opposite direction. The source of these two rivers illustrates the geographical phenomenon of a reservoir on the very summit of a dividing ridge. In the autumn, they are both without any apparent fountain, but are formed within a mile and a half of each other by some imperceptible undulations of the prairie (*sic*), which drain it and lead to different directions. But in the spring, the space between the two is a single sheet of water, the common reservoir of both, in the centre of which there is no current towards either of the opposite streams. This circumstance creates the singular fact of the insulation of all the United States, excepting Louisiana, making the circumnavigation of them practicable, from the Gulf of St. Lawrence to that of Mexico, with the single hindrance of the Falls of Niagara.

"The Chicago forms a third partition of the great country I had passed. The Ouisconsin and Fox Rivers make a water communication between the Mississippi and Michigan, with the exception of four miles. The Millwackie and *River a la Roche* the same, with half the exception. The Chicago and De Plein make, in the manner I have described, the communication entire. This latter should not escape national attention. The ground between the two is without rocks, and, with little labor, would admit of a permanent connection between the waters of the Illinois and Michigan."

EUROPE.—The number of books of voyages, travels, and geographical research published in 1872, according to the London *Publishers' Circular*, was 251, of which 172 are

classified as "new," 52 as "new editions," and 27 as "American importations." This is larger than the total of the previous year (233), though the American importations were exactly the same. (See the Notes for April, 1872.)

ASIA.—The longitude of Teheran has recently been determined by Col. Walker, of the Indian Trigonometrical Survey, and Major St. John, of the Persian Telegraph Office, by means of the Indo-European telegraph, Col. Walker being in London. Though the line is 3870 miles long, and in spite of automatic relays and five repeating stations, the delay in signalling both ways averaged less than half a second. The meridian of Teheran thus ascertained is $51^{\circ} 24' 5''$ E.—a result remarkably in agreement with one previously obtained by Major St. John. Connecting it with other telegraphic and trigonometric determinations, he fixed the meridian of Madras at $80^{\circ} 14' 20''$ E.

—To the *Cornhill Magazine* for January, Mr. W. Gifford Palgrave contributes some curious "Anatolian Spectre Stories," from which we extract the following description of Trebizond:

"An old half-ruined city, a wide extent of crumbling walls and desolate towers, a confused relic-heap of successive histories and creeds, Pontine, Greek, Roman, Byzantine and Turk; within, accumulated memories of violence, crime, and bloodshed; without, wild surroundings of dark mountain glen, trackless forest, and melancholy sea,—for melancholy the leaden mist-covered Black Sea is, even more than the Irish Channel or the Atlantic.....The parallelogram of precipitous rock whence Trebizond derives its name, is separated on its western side from the continuity of the coast by a deep valley, or rather ravine, called Xenos. On its eastern margin rise the lofty, though half-ruined walls of the old fortress, the work of the Comnenian Emperors; while its western brink is overshadowed by the gigantic cypress-trees of a large Turkish burial-ground, where, amid countless tombs of every date, reposes under a separate cupola the ambitious mother of Sultan Seleem, conqueror of Syria and Egypt. Just without the cemetery enclosure, between it and the Xenos ravine, stands a small 'hammam,' or warm bath, of the description so common in the East for the use of the adjoining town-quarter. The suburb, further on, exchanges its name of Xenos for that of Pharos; probably a reminiscence of some old lighthouse which may once have stood on the rocky spur of cliff here jutting out into the sea, and sheltering the shallow harbor of Hadrian, now disused; but

of such a building no vestige now remains except the name. But immediately behind the bath rises a confused mass of shattered walls and towers, the relics of a Byzantine out-work that formerly guarded the eastern [western?] extremity of the bridge by which access is given across the deep ravine to the castle of Trebizond; and all along up the rapid slope and down the rocky beach, a wilderness of quaint houses and huts, mostly dilapidated, scattered irregularly amidst unpruned orchard-gardens and tall plane trees, with narrow winding paths here and there between high stone walls, neglected fountains, fallen tombstones, among rank hemlock, grass, and brier; such is this very picturesque, but not very lively or enlivening suburb. Every nook of it is haunted, say the inhabitants; but the goblin resort of predilection is, all agree, the 'hammam,' or bath."

—A Russian officer, versed in the photographic art, was despatched in the course of last year by the Governor-General of Russian Turkestan to take photographs of scenery, ruins, persons, etc., in Khokan, the Khan having incautiously expressed a wish to have some taken of himself and family. Krittsoff furnishes an amusing account of his experiences on this mission, to the *Turkestanskaia Vidomoski* (Turkestan Gazette) of Tashkend. The Khan, having repented of his rash wish, at first opposed the mandates of his religion to the accomplishment of the artist's purpose; who, however, obtained permission just to show him how photographs were taken, which certainly could not be unlawful. The Khan watched the entire process with the greatest interest, and allowed the operator to go from one step to another till he had secured portraits of almost all his household, ending finally with a promise to sit himself with his suite, as soon as Krittsoff should return from a little excursion.

AFRICA.—Dr. Schweinfurth, whose return to Europe we chronicled in the May Notes, reported himself to the Berlin Geographical Society at its session of June 29 (see the abstract of his remarks in the Society's *Journal*, No. 39.) No. 41 of the *Journal* contains his Niam-Niam diary in full, and gives besides a minute map of the interesting region traversed. Schweinfurth's route is also indicated on the map showing Livingstone's later discoveries in the *Tour du Monde* (last issue of 1872.) This daring explorer, after some years of training in Nubia on the Red Sea and on the Blue Nile, was

despatched in 1868 by the trustees of the Humboldt Fund to the region already passed over by the ill-fated Miss Tinné. On the 18th of August, he embarked for Suakim, whence he crossed over to Khartum, arriving by the end of November. The Governor-General of the Soudan was very friendly, and negotiations were successfully opened with an ivory-trader, Ghattas, to whose fortunes Schweinfurth attached himself. They set out Jan. 5, 1869, for the scene of their operations, the Bahr-el-Ghasal, tributary of the Bahr-el-Arab. For twenty-two days they sailed up this stream to the head of navigation, Meshera, just beyond the junction of the Djur, which became the Doctor's headquarters. This place is in the country of the Dinka, who contrast strongly with the tribes further south and west. These he visited in 1870, setting out at the end of January, and coming to the Niam-Niam he found them a very original people, with their hair let down to their waists, great eyes far apart, and noses as broad as they are long; height middling, the legs being rather short in proportion to the body. They sharpen their canines to a point as an instrument of warfare as well as for service in their cannibal repasts. Hunting and fishing furnish them food; of cultivation they do little. The Monbuttu live south of the Niam-Niam, beginning at 4° N., on the further side of the Welle. This river is supposed by Schweinfurth to flow into Lake Tchad. They are even greater cannibals than their neighbors, and physically and socially are a more striking people. Still further south are the Akka, a nation of dwarfs, one of whom Schweinfurth nearly succeeded in bringing back with him. In 1871 a second visit was made to the Niam-Niam, when, Dec. 1, a fire destroyed the dépôt of Ghattas, including most of Schweinfurth's precious collections. At the same time the traders met with a repulse, and retreat became necessary. Six months were still spent in the valley of the Bahr-el-Ghasal, and were used in making excursions to the west among tribes that have been terribly reduced by the slave trade. June 8, Schweinfurth began the descent of the Nile, reaching Khartum on July 27. Sept. 26 he embarked at Suakim, and Nov. 2 arrived at Messina.

—George Schweinfurth and David Livingstone have, working at the same time and from opposite directions, left so small a *terra incognita* in Central Africa that the Germans, with an admirable grasp of the situation, have organized an association for the express purpose of exploring the territory between the Monbuttu and the Balegga, or, in other words, between the rivers Welle and Lualaba. The various geographical societies in Germany (see a list of them in the February Notes) have united in lending support to this undertaking, and have invited the coöperation of scientific bodies likely to be interested in the results of such explorations, and of all friends of geographical knowledge. The association will be known as the "African Society." Its first expedition will probably be by way of the Loango Coast. Meantime, Lieut. Grandy, leader of the Livingstone Congo Expedition, has reached Sierra Leone (Dec. 14, 1872) and gathered his party, including his brother M. B. Grandy, two Congo men as interpreters, and nineteen Kroomen, with Daniel E. Gabbidon, "a steady native from the police." They set out for the South Coast Dec. 27.

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Years in Central Africa. London, 1873.—TROLLOPE, ANTHONY. Australia and New Zealand. London, 1873.—VAMBERY, ARMINIUS. History of Bokhara from the Earliest Period down to the Present. London, 1873. (See review in the *Athenaeum* of Jan. 25.)—WELLS, Captain. Voyage to Spitzbergen. London, 1873.—WOOD, Capt. JOHN. Journey to the Source of the River Oxus. New ed. With an essay on the Valley of the Oxus, by Col. Henry Yule. London, 1873.

Cartography.—Petermann's *Mittheilungen* for January contains the best map yet published of the Livingstone-Stanley explorations; also a complete map of the explorations in Northern Siberia between long. 81° and 131° E.—*i. e.* from the mouth of the Yenesei to that of the Lena River—from 1736 to 1843. Dr. Petermann discusses in the text the Nile-Congo probabilities as derivable from Livingstone's own narrative. Supplement No. 34 of the *Mittheilungen*, which is entirely devoted to Gerhard Rohlfs' journey through North Africa to Lagos, has two maps—one showing the country south of Lake Tchad, closely bordering on the scene of Schweinfurth's recent achievements; the other giving the traveler's route from Cudjba to Lagos.

—Mr. Leigh Smith (see the February Notes) starts this spring on his third voyage of discovery in the Spitzbergen seas, in the fine steamer *Diana*. His first, in 1871, was the most remarkable voyage in those waters since 1707, as he discovered a large extent of coastline north and east of North-East Land, attaining the highest latitude ever reached by a ship except those of Scoresby and the Swedes. In 1872 the ice was unfavorable, but Mr. Smith made some important observations of sea-temperature. He now aims to explore the unknown lands to the east of Spitzbergen.

Photography.—We have known the pupils in a classical school to be so thoroughly drilled in the topography of ancient Rome and Athens that, fresh from this study, they could have visited the modern cities with a perfect familiarity with their principal streets and monuments. Of course this was effected by means of a plan drawn on a large scale, in which superfluous details were omitted. There is no reason why the topography and characteristic features of any American city should not be learned in the same way; and there are at least half a dozen which would be worth studying. We have selected Baltimore as our example, calling to our aid Appleton's Handbook of Southern Travel, which gives a plan of the city, and the photographic views of W. M. Chase in the stock of Messrs. E. & H. T. Anthony, 591 Broadway.

(a) General views. None of these are quite satisfactory as showing the picturesque unevenness of this beautiful city, built upon a hill. Referring to our imaginary map, we see that Baltimore lies on the bay-like expansion of Patapsco River, whose two arms inclose a small peninsula, on the neck of which Federal Hill, and at the lower end Fort McHenry, are situated—two names made famous in the

early days of our civil war. Opposite the base of Federal Hill empties Jones's Falls, a small southward-flowing stream, dividing the city into east and west about equally, though it does not mark the corresponding street divisions. The south-western limit of Baltimore is approximately fixed by Gwinn's Falls. The general arrangement of the streets, except in the older portions, is rectangular and conformable to the four points of the compass. No. 224 is a quiet view of Jones's Falls, from the Baltimore street bridge—looking south, as we judge. No. 360 shows a charming hillside in the valley of Gwinn's Falls. Of Federal Hill and the Basin at its feet we have two views, full of life and interest, Nos. 560 and 1384: boats of all descriptions on the water and at the wharves, and a human throng witnessing some great event. Three views of Fort McHenry, from the point of land opposite, Nos. 308, 309, 310, differ from each other chiefly in the craft sailing by. No. 306 is a view from the Fort looking down the Patapsco; No. 304 looks the other way, and gives a good distant view of the city, with the outline of the range behind it to the north. The rear of the Fort and the Northwest Branch are well exhibited in the companion views Nos. 134 and 206, taken from Federal Hill; they include also the shipping and the ship-yards. To the same coin of vantage we owe the general view of the city across the Basin, No. 129, in which the Washington Monument and several of the principal churches are conspicuous. "Baltimore by Moonlight" (more truthfully, on a cloudy day), No. 193, is a nearer view of these church edifices, with some interesting house-tops and back yards, from a high point westward; and they are brought one step nearer in No. 18, taken from the top of the Washington Monument (looking south), in which the Catholic Cathedral is most prominent. The Monument itself is best seen in No. 5—a Doric shaft faced with marble, the statue being more than 300 feet above tide-water. Battle Monument, a well proportioned mass and graceful Italian design, appears in No. 21 (?), with the inscription plain to be read commemorating the battle of North Point; and, more distantly, in No. 189, looking up Calvert street, from the corner of Baltimore. The Wildey Monument, in honor of the founder of the American Order of Odd Fellows, consists of a Doric shaft with medallioned base and a preposterous cap surmounted by an allegorical group (No. 52).

(b) Coming down now into the city, we have numerous views of the main business thoroughfare, Baltimore street, from which we select Nos. 223, 229, looking west; Nos. 181, 226, 230, looking east; No. 222, from the bridge—which together give a good idea of the old and new portions, the travel and the traffic. Of the north-and-south streets we can recommend No. 201, Charles street, the favorite resort for "shoppers," and a pleasant drive-way to Druid Park past the Washington Monument. Two views of Broadway are pleasant also, one looking south to the North-west Branch; the other north, with

a parade of Zouaves and crowded sidewalks—time 2 P.M., by the church clock yonder (Nos. 55 and 218). North Eutaw street (No. —) is a comparatively featureless view, but what city is without many such? In No. 33 we have the lofty and picturesque Shot-tower, higher than Bunker Hill Monument. Where wealth, fashion, and culture live may be seen in Nos. 7, 8, and 70, all views of Mt. Vernon Place. "Lexington Market, of a misty morning," lets us in to one of the most characteristic scenes of Baltimore. Spear's Wharf, No. 1385, may be taken as a specimen of its class. Public buildings we must hurriedly enumerate: 6, Peabody Institute; 39, Masonic Temple; 30, Court House, near Battle Monument; 68, U. S. Court House; 177, Custom House; 35, City Jail; 61, Bay View (Alms House). The *Sun* building, No. 79, is said to be the first iron structure ever made in the U. S., and it is no uglier than the latest; and another warning example in architecture is Ford's Grand Opera House, with its boxes of Mansard pattern on the roof. Interesting in all ways, and especially in contrast with these last, is the first hotel in Baltimore, Washington's headquarters (No. 71).

(c) A brief glance at the suburbs: No. 247, Mt. Royal Reservoir, Nos. 242, 1375, 1377, show the entrance portico of Druid Park in front and rear, and Swan Avenue, lined with flowering vases; No. 284 gives a fine country view from the Park, No. 286 a pleasant view of sheep on a grassy slope within; No. 298 is the least feeble work of art in the Park—a statue of Summer. The gateway to Greenmount Cemetery is depicted in No. 81, and, in No. 114, the monumental statue to McDonough, with an ill-conceived pedestal. A bronze dog, No. 745, apparently before a private dwelling, is perhaps as good art as any we have thus far found.

EDUCATIONAL INTELLIGENCE.

NEW YORK STATE TEACHERS' ASSOCIATION.

THE twenty-eighth anniversary of this Association will be held at Utica, commencing Tuesday, July 22d, 1873, at 2.30 P. M., and will continue three days. The preliminary arrangements of the executive committee are sufficiently matured to enable us to give the following general outline of the proceedings:

There will be two general meetings of the Association each day—Tuesday afternoon and evening, and Wednesday and Thursday morning and evening. The morning sessions

will continue from 9 A. M., to 1 or 1.30 P. M., and the evening sessions from 7.30 to 9.30 P. M. Papers upon the various subjects of practical importance will be presented, and ample time for discussion will be allowed. No place will be provided for entertainments of simply an amusing character.

• The afternoon of each day will be devoted to meetings by sections, representing the different departments of educational work, thus affording for each the opportunity of free and full discussion. They are expected to organize on Tuesday at 4 P. M., or immediately after the close of the first general session, by the election of chairman, secretary, etc. In order that there may be no delay or embarrassment, a committee for each of the following departments will be appointed in advance, to secure the preparation of papers on subjects pertinent for consideration and discussion: 1. Common schools, including elementary and union. 2. Supervision—(a) cities; (b) rural districts. 3. Professional training of teachers—normal schools and institutes. 4. Higher education—academies, high schools, and colleges. It is expected that each section will make a report to the general meeting of such matters as shall be deemed important.

The invitation to meet at Utica was most cordial, and no effort will be spared by City Supt. McMillan and others of the local committee in providing all needful facilities for the care and convenience of the Association. Many of the most distinguished educators and eminent men, Gov. Dix among the number, of our own and other States have signified their intention to be present.

On Friday there will be an excursion to Trenton Falls, a short distance north of Utica, on the Black River railroad. Prof. Hall, State Geologist, Prof. Peck, Botanist, and Prof. Lintner, Entomologist of the State museum, will accompany the excursion, and at lunch-time a field meeting will be held when they will explain the natural history of that locality.

The officers of the Association are Edward Danforth, President, State Hall, Albany; Prof. Henry R. Sanford, Recording Secretary, Fredonia; Prof. O. B. Bruce, Assistant Rec. Secretary, Binghamton; Dr. James Cruikshank, Corresponding Secretary, 206 So. Oxford St., Brooklyn; Prof. Daniel J. Pratt, Treasurer, State Library, Albany.

GEORGIA.—ATLANTA.—There are at present nine public schools, namely, two high schools, five grammar schools for white children, and two grammar schools for colored children.

Number enrolled in white schools.....	2,075
Number enrolled in colored schools.....	767
Total in all the schools.....	<u>2,842</u>

These schools are all graded, so that scholars of the same degree of advancement are placed in the same class; the buildings are all suitable, (three of the houses are new,) and provided with convenient furniture; the scholars are equally apportioned to the teachers, and the teachers assigned to places where their abilities will render their services most profitable; a graduated and systematic course of study is prescribed, and scholars are promoted from one grade to another on test examinations; and, finally, the schools are under the supervision of a Board of Education appointed by the City Council.

MACON.—The Principal of the Board of Trustees of the Academy for the Blind reports thirty-nine pupils enrolled since Jan. 1st, 1872. The expenses of the last year have been \$10,775.83. The institution enters upon the new year with a balance in its favor of \$1,254.69.

ILLINOIS.—There are in the State three hundred and eighty-five more public schools than there were two years ago, and, by the reports of county superintendents, 9,334 more pupils in the schools. The increase in the number of scholars is, in fact, considerably greater than the above, probably 10,000 or 15,000 more. For some unknown reason, no reports of attendance were furnished, for 1872, from one of the largest cities in the State outside of Chicago, and from three or four large villages. The actual increase of pupils in the two years is about 25,000. The figures show a decrease of 9,741 in the average daily attendance in 1872, as compared with 1870. This also, for the reasons just given, is in part apparent only, not real. The missing reports would considerably increase the exhibit of daily attendance, and possibly show a small increase over that of

1870 and 1871. Is it not a very grave fact that of the 882,693 persons of lawful school age, only 662,049 were in the schools at all, in 1872; and that less than one-half, even of that number, were in daily attendance? It is noteworthy that the number of private schools is shown by the reports to have decreased ninety-four, and the number of pupils in such schools, 6,217, during the last two years. The whole number of private-school scholars reported in 1872 is 34,784, an element of inconsiderable importance in the matter of absenteeism just referred to, when the entire school census of the State is taken into view. The number of districts sustaining schools for the full legal term of six months, is five hundred and eighty-eight greater than in 1870, while the number failing to have any school at all, is eighty-seven less than it was two years ago. The increase in the number of teachers has been: ladies, five hundred and ten; gentlemen, three hundred and thirty-three—total, eight hundred and forty-three. There has also been a slight increase in the average monthly wages paid.

INDIANA.—TERRE HAUTE.—Whole number of pupils enrolled, 3,198. Average daily attendance, 2,075. The school property was left in good condition at the close of the year. Both teachers and pupils were enthusiastically in favor of keeping everything in repair; and, in many instances, interested themselves in ornamenting the school rooms with plants and pictures. This kind of work is to be highly commended, since it has a tendency to secure better attendance at school, by making the school-room pleasant and attractive; to aid in discipline, by directing the minds of the children to the contemplation of the beautiful in nature and art; and to make instruction more profitable, by imparting the same under the most favorable circumstances.

SEYMOUR CITY.—Total number of pupils enrolled, 875: of whom 608 attend the public schools, and 70 attend Catholic institutions.

NEVADA.—Number of children between the ages of six and eighteen years (in 1872), 4,409. Total number attending public schools, 2,505. Attending private schools, 354.

Not attending any school, 1,225. Total expenditure for the year, \$98,468.82.

NEW YORK.—NEW YORK CITY.—The average attendance of pupils for the year ending Sept. 30, '72, was 106,326; and the whole number of pupils who received instruction during any portion of the year, is reported as 235,880. There is accommodation for 11,641 more pupils.

The whole number of pupils enrolled during any part of the term, in the evening schools, was 12,651 males and 6,129 females; the average attendance for the term was 4,980 males and 3,436 females; while the largest average attendance for any single week was 7,857 males and 4,369 females. This is exclusive of the evening high school and the colored schools. The average attendance of the latter was 122; the whole number enrolled, 449.

SCHENECTADY.—Number of pupils registered, 1,907. Average daily attendance, 1,260. Total receipts, \$17,591.26. Total expenditures, \$18,260.77.

OHIO.—The forty-third annual report of the common schools of Cincinnati, for the year ending June 30th, 1872, gives a full account of the condition of public instruction in that city. Two new school-houses have been contracted for at a total cost of \$120,100. Money received during the year, \$766,601.71; expended, \$746,027.03. The library has received an addition of 15,678 books, making a total of 50,000 vols. The whole number of pupils registered is 26,449. The decrease in attendance, in comparison with the previous year, which has been 845, is accounted for by the prevalence of the smallpox during the entire scholastic year. A department for training German teachers has been added to the normal school. In speaking of this important branch of our educational system, the President remarks: "It is not within the province of the normal school to *teach any branch of study*. This should be attended to in our high schools. It is much easier for most persons to learn *what* to teach than *how* to teach; and it is the peculiar office of the normal school to instruct its members in the best methods of presenting the studies to be taught, and of preparing the young and tender mind for the reception of those primary principles and

wholesome truths which form the sure basis of a permanent structure."

WE are indebted to the Circular of Information of the Bureau of Education, for February, 1872, for the following interesting educational news:

ARGENTINE REPUBLIC.—Señor Avellaneda, Minister of Public Instruction, says in his report to Congress, 1871: "The task we have to accomplish is great, for there are now, according to the statistics contained in my last report, three hundred and fifty thousand children growing up in ignorance, and who, in time to come, will be men with all the gross tendencies ignorance engenders. But as we are sincere and open in presenting the existing evils in all their nakedness, we must, in order to be just, grant that better days are approaching; for the schools increase, the number of scholars is greater every year, new and better buildings are erected, and laws are enacted tending to diffuse general knowledge; public opinion demands them, receives them, and begins to convert them into fruitful actions."

The normal school of Paraná has two divisions, a "normal course" and a "school of application." In the studies of the latter section "morals and politeness" have a prominent place. There is a national college in each province except in Santa Fé. The nation thus maintains one university, and thirteen colleges, which are under the authority of the minister, and which educate 2,385 young men—an increase of 501 over the number of students in 1869.

CHILI.—Of the school-houses 165 are public property, 337 are erected by the government, 20 by the townspeople, 70 given by, and 40 belonging to, convents and monasteries; making a total of 672 school-houses. Total number of pupils attending public schools, 38,904. Total expenditure, 370,129 pesos (\$362,726.42). Average cost of the education of each pupil, 9.51 pesos (\$9.32). Extract from the report of Señor E. Altomirano, Minister of Public Instruction.

ECUDOR.—A law passed by Congress, Nov. 2d, 1871, provides for gratuitous primary instruction in the public schools, and makes it obligatory for all boys and girls be-

tween the ages of six and twelve years. After Jan. 1st, 1882, a personal tax, equivalent to ten days of labor, will be levied on all males aged twenty-one who shall be unable to read and write. This class will be conscripted into the army in preference to all others.

GREECE.—From the report of Hon. John M. Francis to Hon. Hamilton Fish, we make the following extracts :

Number of pupils in attendance at the University and at the public schools, 73,219. Number at other schools, 7,978. Total, 81,197. This is a percentage of 1 to 17 $\frac{2}{3}$ of the population of the kingdom.

"But an analysis of the statistics shows that of this number (81,197) attending the schools, 65,111 are males, and 16,086 are females. It is evident that female education is sadly neglected in Greece.

"The criticism may also be made that the government policy begins at the wrong end in its support of educational interests. The largest support is given to the university, which is free to all pupils. It educates students chiefly for the professions. Of the 1,244 now in attendance, it will be seen that 622 are named as law students, and 423 as students of medicine. The result of this system of education is the over-crowding of the professions. The university turns out lawyers and doctors in sufficient numbers for a country of more than ten times the population of this kingdom. Their field for employment is, for the most part, confined to Greece and that portion of Turkey where the Greek language is spoken. Many of them, unable to obtain employment in their professions, grow up in idleness, too proud to engage in productive pursuits, and struggling for subsistence by other means than manual labor. Numbers take up politics and endeavor to obtain employment in the public service. These embrace a large proportion of the office-seeking class, and constitute an element of mischief in political agitation by clamoring for frequent ministerial changes in the hope of securing subordinate official positions."

ITALY.—Technical studies have rapidly risen to great importance, and are constantly increasing under the new order of things.

A few figures will prove this better than any words. In 1860 the number of technical schools was four, and these were unsatisfactory in the highest degree; while the number of these schools in 1869 was seventy-eight, most of them well appointed and well managed.

These schools are most numerous in Lombardy (12) and Piedmont (11.) Liguria and Emilia have each 6, Sicily 7, Venetia 6, etc.

PORTUGAL.—On the 31st of December, 1869, three were on the continent and the adjacent islands 1,997 schools for boys, and 362 for girls.

During the year 1868-69 there were in operation 1,810 boys' schools, attended by 99,385 scholars, and 284 girls' schools, attended by 17,947 scholars.

At the end of the year 1869, 6,001 boys had finished their education, and 654 girls.

JAPAN.—Yedo has 756 schools of all kinds, with an attendance of 40,568 pupils.

CURRENT PUBLICATIONS.

THE question whether the study of American Literature should precede that of English [British] in our schools, is one on which, if forced to express an opinion, we should have to take issue with Mr. Royse.⁽¹⁾ That it is eminently worthy of attention, all will admit; that it must needs be considered apart from "English" literature, is not so clear. We do not speak of the "American Language," though there was once, we believe, an "American Dictionary;" nor would it be as easy as it may seem, to draw a line that should exactly divide the cisatlantic and transatlantic sections of English literature. Shall we count Sandys as an American writer, because he chanced to translate the *Metamorphoses* on the banks of the James? or shall we surren-

(1) *A MANUAL OF AMERICAN LITERATURE*, designed for the use of Schools of Advanced Grades. By N. K. Royse. Philadelphia: Cowperthwait & Co. 1872.

der to England whatever Howells or Irving or Motley may see fit to compose abroad? We do, indeed, study American history before English, and for reasons too plain to require naming; but when it is claimed that American literature should precede English "for equally good reasons," we demur. Certainly the reasons are not the same in the two cases. American literature is but a branch, a continuation, of English. We are inheritors, equally with our British cousins, of the accumulated treasures of English thought. Shakspeare and Milton are as much ours as theirs. And the English vulgate of the Bible, King James's version, —who is disposed to set that in the second place, and give Noyes, or Sawyer, or even Noah Webster's revision, the precedence? One of the best features of Mr. Gilman's little book, to our mind, is his inclusion of British and American authors in one scheme. The commonwealth of letters is not crossed by mere political lines. If it were, then Jeremy Taylor and Dean Swift should be assigned to Irish literature, and Jeffrey and Wilson to Scottish.

This is not said from a fear that excessive attention will be paid to "American" literature, but because we see no sufficient reason for a divorce between the two. The present volume is, on the whole, the best suited to the wants of our schools, of all with like design that we have thus far examined. The authors are well chosen, and the selections made are both valuable and characteristic. These extracts constitute the chief value of the book. This is said without disparagement of the critical opinions, which are, in the main, intelligent and just. If these literary judgments were original, instead of being borrowed, as for the most part for they are, the work would perhaps have an interest for the student of literature which it does not now possess. We have tested some of the extracts by the latest editions of the authors from whom they are taken, and find them to be carefully reproduced; though Bryant's spelling is Websterized, and, in a few instances, both punctuation and language differ from those of the author's last revision. The Introduction, or "General View," is rapid and brief, giving but the barest outline of our literary history. It is a skeleton, that needs more flesh upon it, to produce the impression of life.

The book is not wholly free from errors. "Sophie May" and "Mrs. Madeline Leslie" are given as real names; a bad spell is cast on Longfellow's Kavanaugh; his translation of Dante is said to "answer word for word to the original,"—certainly a marvellous feat of *rendition*, to use one of our author's words. We wonder what Bentley would say to "the real poetic and *Homeric intensity peculiar* to Pope's translation" of the Iliad; and we are utterly at a loss to know what is meant by the "varied metres of Hiawatha." Our copy of that much lauded poem presents it in pretty monotonous trochaic tetrameters. It is a little singular that, in the sketch of Bancroft's political career, there should be no mention of his present honorable service abroad. Mere errors of the press are rare, and we pass them.

We always look, in a work on Rhetoric or Literature, to find in the style a model which may safely be imitated. Mr. Royse's pen, while generally correct in its use of English, is evidently not a practiced one. Some of his compounds strike one queerly; *author-master*, *farm-home*, *deity-reposing* [devotion]. His use and application of single words, too, is not wholly unexceptionable: *e. g.*, *enthuse*; *eventuated*; *either* [of three]; *Orthodoxy* [meaning "orthodox" clergy]; "extraordinary occasions for oratory have *obtained*" [meaning *occurred*]; *most unique*; "clearness, polish, etc., *denote* [characterize] his style:" *and for which* [double connective]; "*Briarean-handed* career;" *locating* [settling]; "the *tales* of Irving are the favorite *authors* of childhood;" "*combustible* and ample *fuel*;" "indigenous and *intrinsic* flowering of poetic genius;" "variously *themed* and *rhythmed* poems."

Some phrases and sentences are worthy of citation. Of Saxe, it is said that "his satire bites on the grin;" also that he "finds his truest *employ* in poems," etc. But what is meant by "*itinerant* schools of the day" [1790], we do not know; though we could see the appropriateness of the term, if applied to school *teachers*, even now. Dr. Holmes' pen is represented as "*tracing itself*, now in prose, and now in verse, *both* grave and gay, *or* tender and caustic"—as it verse could be at once both tender and caustic, to say

nothing of other peculiarities in the two lines. "Channing's address on Self-Culture occupies in American literature *what* Milton's Areopagitica occupies in English literature." Lowell is said to have been "helped into the chair *just being vacated* by Longfellow"—a rather unseemly way of ousting his predecessor. That the Vatican contains both statues and pictures is known to most people, but it would occur to few writers to imply the fact by the phrase, "*statuesque and picturesque* Vatican." One more sentence, and we have done: "Surely no American writer, if indeed English *either*, has flourished, concerning whose works there exists such a *latitude* [variety, diversity?] of opinion among critics, as *there does* concerning Emerson's".

We would not like to have ingenuous youth imitate the crudities of which we have given specimens. We can commend the plan of the book, its selections, and much of the criticism; but the *original* portion of it needs "editing."

THE "Elocutionists' Annual" (J. W. DAUGHADAY & Co.) contains many choice selections, principally poetical. The few prose extracts are generally well chosen, but there is entirely too much trash in the book. The Old Yankee Farmer, Women's Rights, and My Mule, are well enough in their way, but they do not belong in a book of this character. Mrs. M. E. Allen has over six pages of what is named "Song Revels," the titles of ballads strung together, by all odds the most wretched piece of the collection. If all the selections of the character of those mentioned above were taken out, there would still be enough left to make a good book. The paper cover may be an objection to some, but the neatness of the mechanical execution and the cheapness of the volume must recommend it.

RECEIVED from CHARLES C. CHATFIELD & Co., "The Earth a Great Magnet," "Mysteries of the Voice and Ear," and "The Yale Naught-ical Almanac."

"Cheerful Voices" (OLIVER DITSON & Co.) contains a good collection of songs suitable for the opening and closing exercises of schools. The words and music are well adapted to each other.

RECEIVED from HENRY HOYT, "The Man with the Book."

BOYHOOD.

Words by DR. W. J. WETMORE.

Music by U. C. BURNAP, Mus. Doc.

With Spirit.

I. Hur-rah! boys, hur-rah! the mer-ry bells are ring-ing,
Hur-rah! boys, hur-rah! we'll nev-er dream of sigh-ing,

The first system of musical notation for the song 'Boyhood'. It consists of a vocal line on a single staff and a piano accompaniment on two staves (treble and bass). The vocal line begins with a treble clef, a key signature of one sharp (F#), and a common time signature (C). The lyrics are written below the vocal staff.

This is the time for hap-pi-ness and joy; Round us the
Why should we care while joy is on the wing? What though old

The second system of musical notation. It continues the vocal line and piano accompaniment from the first system. The lyrics are written below the vocal staff.

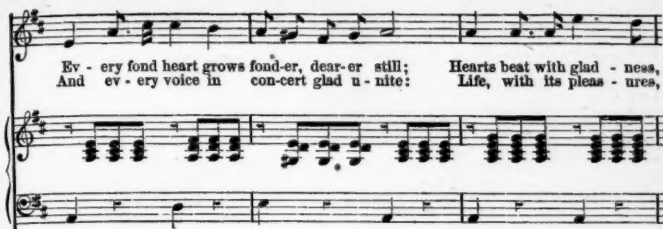
flowers of youth are brightly spring-ing,— Who would not be a
Time is on-ward swifter fly-ing, We'll laugh at fate, and

The third system of musical notation. It continues the vocal line and piano accompaniment. The lyrics are written below the vocal staff.

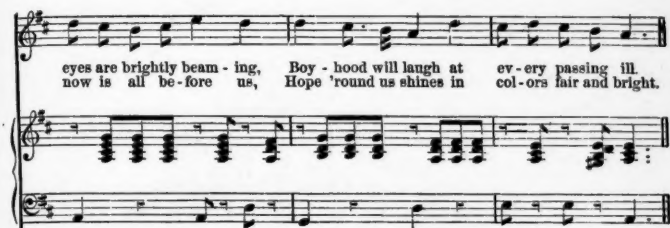
mer-ry, laughing boy? Friends clus-ter round us, ne'er of sor-row dreaming,
mer-ri-ly we'll sing: Let us then join in cheerful ring-ing cho-rus,

The fourth system of musical notation. It continues the vocal line and piano accompaniment. The lyrics are written below the vocal staff.

BOYHOOD.

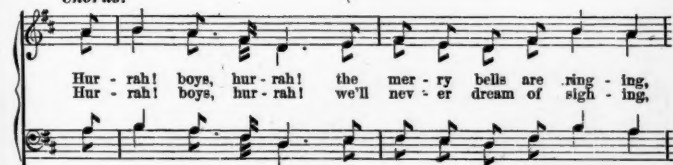


Ev - ery fond heart grows fond-er, dear-er still; Hearts beat with glad - ness,
And ev - ery voice in con-cert glad u - nite: Life, with its pleas - ures,

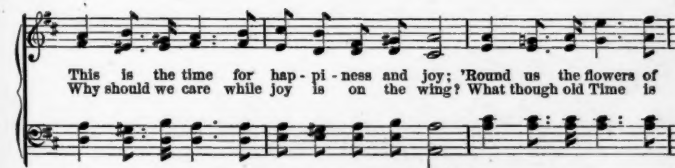


eyes are brightly beam - ing, Boy - hood will laugh at ev - ery passing ill.
now is all be - fore us, Hope 'round us shines in col - ors fair and bright.

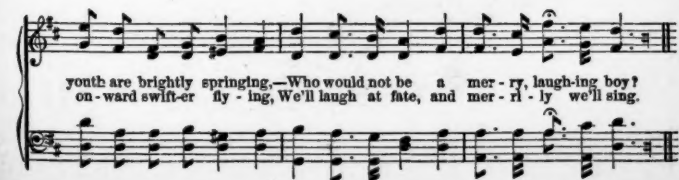
Chorus.



Hur - rah! boys, hur - rah! the mer - ry bells are ring - ing,
Hur - rah! boys, hur - rah! we'll nev - er dream of sigh - ing,



This is the time for hap - pi - ness and joy; 'Round us the flowers of
Why should we care while joy is on the wing? What though old Time is



youth are brightly springing.—Who would not be a mer - ry, laugh-ing boy?
on - ward swift-er fly - ing, We'll laugh at fate, and mer - ri - ly we'll sing.



• THE SCHOOL COMMISSIONER'S VISIT.—A DIFFERENCE.

COMMISSIONER.—"Now, my young friends, suppose twelve men buy twenty-four bushels of wheat to be divided equally among them, how many bushels is that for each?"
 BOLDEST OF THE BOYS.—"Nineteen, sir, we've not gone that far."
 COMMISSIONER.—"Very good. Now, suppose twelve men buy twenty-four bushels of wheat to be divided equally among them, how many bushels is that for each?"
 BOY.—"Yes, sir, but we have always done our sums in potatoes or turnips—we have never had wheat."

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